

Partnership Agreement
Braemar School (EPSB) and Terra Centre
December 19, 2006

- **Statement of Need**

- Pregnant and parenting teens face challenges in completing their education
- 60% live independently, they do not have family support
- 80% have identified educational needs
- All students have interrupted education
- 40% of student population are aboriginal
- The majority live in poverty, which contributes to instability
- Pregnant and parenting teens are socially stigmatized and isolated.
- Lack life skills and social skills
- Do not have access to safe, consistent, affordable, quality childcare
- Generational poverty and generational teen parenting is common with this population
- Children born to teen parents are at higher risk for abuse and neglect due to lack of parenting skills
- Children born to teen parents and their mothers are at higher risk for health issues, addictions
- Often children born to teen parents are delayed in meeting developmental milestones
- Teen parents face challenges in accessing funds to go to attend school.

- **Strategy**

- Braemar School (EPSB) and Terra Centre work together to provide an opportunity for pregnant and parenting teens to work toward completing their high school education in a supportive environment.
- Individual wrap around services are provided to students and their children to meet academic, health, social, emotional and physical needs
- Onsite consistent affordable quality child care is available

- **Rationale**

- 1) In order for pregnant and parenting teens to meet their goals they need access to the resources of each partner (Terra and Braemar)
- 2) The partners have a 35 year history of meeting the needs of pregnant and parenting teens in Edmonton
- 3) Each partner respects the expertise of the other partner and draws upon it to the benefit of the students.
- 4) Research has demonstrated that a trusting relationship is an essential component to students wanting to stay in school. Braemar and Terra staff work intentionally to build such relationships with students.
- 5) The program at Braemar School has been recognized nationally.
- 6) Education is a as a primary goal for Terra which is congruent with Braemar.

- **Partnership Goals**

- Pregnant and parenting teens will achieve their academic goals
- Pregnant and parenting teens will be more effective parents
- Improved family functioning
- Children feel safe, happy and healthy
- Children experience optional development

- **Commitment of Each Partner**

- Terra

- Childcare services
- Individual counseling, Prenatal and postnatal support
- Parent info and support
- Home visitation
- Housing support (referrals and access to Hope Terrace)
- Support to secure funding
- Community referrals
- Collective kitchen
- Parent support group
- Early childhood literacy program
- Distribution of food: donated food made available to students
- Provision of nutritious meals
- Parenting classes/team teaching with Braemar staff
- Monthly Well Child Clinic
- Clothes closet (access to donations of clothing for children and students)
- Volunteer services
- Scholarship

- Braemar School (EPSB)

- Classroom instruction
- Full compliment of high school curriculum
- Career counseling
- Free breakfast program
- Funding support
- Free onsite tutoring
- Coordinate prenatal program
- Coordinate medical team (onsite space/facility)
- Individual advocacy
- Small classes
- Differentiated instruction
- Monthly progress reporting

- Joint Commitment

- Weekly advocate meetings
- Moving Forward (delivery of smoking cessation program)
- Joint Parenting class
- Student Orientation
- Extracurricular activities
- Build/maintain trusting relationships with each other
- Commitment to Best Practices
- Dedicated advocacy for pregnant and parenting teens

Expected Outcomes

Students achieve academic goals

Students achieve personal goals

Indicators

Students report that they have achieved academic goals

Students report that they have

Children achieve developmental milestones

achieved academic goals

Course completion
Diploma completion rates
Nipising results demonstrate
developmental milestones are achieved

Parenting skills have improved

CDI and Nippising results demonstrated

Structure of Partners

Braemar

Terra

Board

Board

Superintendent

E.D. Terra

Principal Braemar

Man. ECS Sr. Man .

Advocates

CFSC Vol. Co.
(Staff) (vol) (vol. + Clothes closet)

Teachers

Academic Support Staff

Decision making:

- Advocate group (both Terra and School staff) make decisions re: students and processes.
- Decisions related to policy issues within systems are made by E.D. or Principal and their respective boards.
- Childcare Centre decisions are made by Childcare Centre staff
- Decisions are trusted
- The Terra ED and Principal of Braemar meet regularly to identify trends, issues and update each other

Communication Plan

- Annual meeting of all staff at school start up in September
- Photo directory at start up
- Conduct tour of Terra for school staff
- Share Terra Talk (internal newsletter) with school staff, add Braemar update column
- ED reports to Terra board on monthly basis on strategic plan progress and other items of interest
- Principal provides results review to Board annually and annual Budget review
- Summarized results will be shared with Terra staff as well Board
- Monthly meetings with teaching staff and 5 day PD staff meetings
- Terra has monthly all staff meetings

- Principal will attend Terra staff meeting annually and Childcare Centre unit meetings annually
- Terra programs host unit meetings on monthly basis
- Communication occurs informally as needed
- Weekly Advocate meetings between school staff and Terra counseling staff

Conflict Resolution Plan

- A meeting will occur between involved parties once an issue is identified. A solution will be sought and implemented between those parties. If a solution is not found a second step will occur
- A second step will involve the Principal and E.D. and the involved parties. Ultimately the Principal and the E.D. are responsible to make a decision in the best interests of the student/program. If a solution cannot be agreed upon, the E.D. and Principal will identify an acceptable mediator.
- If the conflict involves a policy related to another system, either the ED or the principal will identify the appropriate person within that system to facilitate access to further discussion. The ED and the Principal will seek support to obtain a decision or develop an advocacy strategy that will be undertaken in the best interest of the students and/or the partnership.

Keeping Track of the Progress

- Regular outcome measurement data collection
- Annual reviews and planning meetings (best done during June exam times)
- An annual action plan will be created each year in June
- Regular reviews of student goal attainment

Reporting Accomplishments

- Annual partnership progress report
- Annual reports to Boards